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ABSTRACT

Highlights of Public Law 103-227 (Goals 2000: Educate America Act) are presented. Contents include: a summary of how this Act will provide a framework for meeting the national education goals for all students, including those with disabilities; selected definitions of terms used in the legislation; and objectives of the eight national education goals, which comprise Title I of the Act. Summary information also is provided on provisions of the other titles of the legislation, as follows: National Education Reform, Leadership, Standards, and Assessments (Title II); State and Local Education Systemic Improvement (Title III); Parental Assistance (Title IV); National Skill Standards Board (Title V); International Education Program (Title VI); Safe Schools (Title VII); Minority-Focused Civics Education (Title VIII); Educational Research and Improvement (Title IX); and Miscellaneous Provisions (Title X). Additional tips are provided concerning standards for teaching and learning and opportunity-to-learn standards. (SW)

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ED 389 130

SUMMARY OF GOALS 2000: EDUCATE AMERICA ACT

National Association of State Directors of Special Education

September, 1994

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FORWARD

Public Law 103-227 (Goals 2000: Educate America Act) has introduced a new dimension into the efforts of the past decade to give American children the best education in the world. This legislation not only sets forth challenges and calls upon us to reach them, but goes much further in describing mechanisms for working toward the eight National Education Goals at the local, state, and federal levels.

Each state government will design and submit a State Improvement Plan that shows how it coordinates efforts and resources across its jurisdiction so that all of these are focused on building better educational processes and outcomes for all students. Students with disabilities are considered in this law. Local education agencies and consortia and nonprofit organizations within each state may also develop their own Improvement Plans in order to receive implementation funds from the state. Thus, this legislation can provide a stimulus for all of us to work together in new ways, to look at education for children in new ways, to view each other in new ways, and to bring special education into the larger educational community once and for all.

It is expected that the federal government will use Public Law 103-227 as a blueprint for the reauthorization of programs across the U.S. Department of Education, in new configurations of federal systems that are expected to create better coordination, greater efficiency, and a more precise focus on putting federal resources and influence where they are most likely to make lasting improvements in American education. You can expect Department of Education discretionary programs to require that applicants have substantial understanding of, and responsiveness to, the eight National Educational Goals and the mechanisms for change and concerted effort that are described in this legislation.

Public Law 103-227 presents both a blueprint to guide substantial work and incentives for creativity and innovation in our schools and on our campuses. Every one of us should understand its significance and how to work toward its goals in our states. We are pleased to offer you the highlights on this legislation, and we urge you to read the law in its entirety and to participate in your state's Improvement Plan as it is designed and implemented.

DAVID NOBLE STOCKFORD
President
1993-94 NASDSE Board of Directors
August 1994

GOALS 2000: A CONCISE SUMMARY

THE PURPOSE of Public Law 103-227 (Goals 2000: Educate America Act) is to provide a framework for meeting the National Education Goals by:

- Promoting coherent, nationwide, systemic education reform;
- Improving the quality of learning and teaching in the classroom and in the workplace;
- Defining appropriate and coherent federal, state, and local roles and responsibilities for education reform and lifelong learning;
- Establishing valid and reliable mechanisms for (a) building a broad national consensus on American education reform, (b) assisting in the development and certification of high quality, internationally competitive content and student performance standards, (c) assisting in the development and certification of Opportunity To Learn standards, and (d) assisting in the development and certification of high-quality assessment measures that reflect the internationally competitive content and student performance standards.
- Supporting new initiatives at the federal, state, local, and school levels to provide equal educational opportunity for all students to meet high academic and occupational skill standards and to succeed in the world of employment and civic participation;
- Providing a framework for the reauthorization of all federal educational programs;
- Stimulating the development and adoption of a voluntary national system of skill standards and certification to serve as a cornerstone of the national strategy to enhance workforce skills; and
- Assisting every elementary and secondary school that receives funds under this Act to actively involve parents and families in supporting the academic work of their children at home and in providing parents with skills to advocate for their children at school.

Selected Definitions

All Students, All Children

"The terms 'all students' and 'all children' means 'students or children from a broad range of backgrounds and circumstances, including disadvantaged students and children, students or children with diverse racial, ethnic, and cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students or children with disabilities, students or children with limited English proficiency, school-aged students or children who have dropped out of school, migratory students or children, and academically talented students and children.'"

Community, Public, Advocacy Group

"The terms 'community,' 'public,' and 'advocacy group' include representatives of organizations advocating for the education of American Indian, Alaska Native, and Native Hawaiian children and Indian tribes."

Content Standards

"The term 'content standards' means broad descriptions of the knowledge and skills students should acquire in a particular subject area."

Opportunity To Learn Standards

"The term 'Opportunity To Learn standards' means the criteria for, and the basis of, assessing the sufficiency or quality of the resources, practices, and conditions necessary at each level of the education system (schools, local educational agencies, and states) to provide all students with an opportunity to learn the involuntary national content standards or state content standards."

Performance Standards

"The term 'performance standards' means concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed by the content standards."

State Assessment

"The term 'state assessment' means measures of student performance which include at least one instrument of evaluation, and may include other measures of student performance for a specific purpose and use which are intended to evaluate the progress of all students in the state toward learning the material in the state content standards in one or more subject areas."

Initial Funding

GOALS 2000 provides resources to states and communities to develop and implement comprehensive education reforms that are intended to help all students reach high academic standards and occupational skill standards. Congress has appropriated $105 million for Goals 2000 for fiscal year 1994, and first-year funds are available to states as of July 1, 1994. In his 1995 budget proposal, the President has requested $700 million to be administered by the Department of Education and $12 million for the Department of Labor to support the National Skills Standards Board. These funds are regarded as "seed money."

Title I: National Education Goals

Title I of Public Law 103-227 codifies the original six National Education Goals and adds two new goals related to parental participation and professional development. According to these eight Goals, by the Year 2000:

1. **All Children in America will start school ready to learn.**

Objectives

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;
- Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and
- Children will receive nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low birth weight babies will be significantly reduced through enhanced prenatal health systems.

2. **The high school graduation rate will increase to at least 90 percent.**

Objectives

- The nation must dramatically reduce its school dropout rate, and 75 percent of the students who do dropout will successfully complete a high school degree or its equivalent; and

- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

3. **All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, foreign language, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for the responsibility of citizenship, and productive employment in our nation's modern economy.**

Objectives

- The academic performance of all students at the elementary and secondary level will increase significantly in every quarter, and the distribution of minority students in each quarter will more closely reflect the student population as a whole;

- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;

- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;

- All students will have access to physical education and health education to ensure they are healthy and fit;

- The percentage of all students who are competent in more than one language will substantially increase; and

- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

4. **United States students will be first in the world in mathematics and science achievement.**

Objectives

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;

- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement will increase by 50 percent; and

- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

5. **Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

Objectives

- Every major American business will be involved in strengthening the connection between education and work;

- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;

- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially;

- The proportion of qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially;

- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and

- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

6. **Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.**

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;

- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children;

- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;

- Every local educational agency will develop a sequential, comprehensive kindergarten through 12th grade drug and alcohol prevention education program;

- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

- Community-based teams should be organized to provide students and teachers with needed support; and

- Every school should work to eliminate sexual harassment.

7. **The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.**

Objectives

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs;

- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;

- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter; and

- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

8. **Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.**

Objectives

- Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;

- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision-making at school; and

- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Title II: National Education Reform, Leadership, Standards, and Assessments

Title II establishes the National Education Goals Panel, which will build public support for the Goals, report on the nation's progress toward meeting the Goals, and review the voluntary national content standards, student performance standards, voluntary learning standards, and the criteria for certification of these standards.

Title II also creates a National Education Standards and Improvement Council (NESIC) to examine and certify voluntary national and state content standards, student performance standards, and learning standards, and the criteria for certification of these standards.

In addition, this title provides for grants to support the development of voluntary model Opportunity To Learn standards, as well as assessment systems aligned to state content standards. "Exemplary, voluntary national Opportunity To Learn standards . . . will establish a basis for

providing all students with a fair opportunity to achieve the knowledge and skills set out in the voluntary national content standards certified by the Council (the NESIC)."

The Goals Panel will annually prepare and submit a National Report Card that will report on the progress of the United States in achieving the National Education Goals; identify actions that should be taken by all levels of governments to enhance progress toward the goals and to provide all students with a fair opportunity to learn; and report on state Opportunity To Learn standards and strategies and the progress of states that are implementing such standards and strategies to help all students meet state content and performance standards.

Title III: State and Local Education Systemic Improvement

The purpose of Title III is to "improve the quality of education for all students by improving student learning through a long-term, broad-based effort to promote coherent and coordinated improvements in the system of education throughout the nation at the state and local levels." Through Title III, a state grant program is created to support, accelerate, and sustain state and local education improvement efforts aimed at helping all students to reach challenging academic standards. The funds will support state development of a comprehensive State Improvement Plan. Funds will also be available to states to support the development of a Technology Plan to be coordinated with the overall State Improvement Plan.

For fiscal year 1994, funds have been authorized for grants to states to foster education reform. These grants will be allocated based on the Chapter 1 funds a state receives (50 percent) and the Chapter 2 funds a state receives (50 percent). Local education agencies may submit a Local Improvement Plan to request a subgrant from the state education agency. States are also authorized to make subgrants to consortia of local education agencies, private nonprofit organizations, or combinations of these to improve preservice teacher education programs and related service personnel education programs, and to support continuing professional development activities.

At least 50 percent of federal funds will go for grants to local education agencies with large numbers of disadvantaged or limited English proficient students. Additionally, the Secretary of Education must reserve at least $1 million to survey coordinated service programs that have been successful and to disseminate information about them to other schools.

In order to qualify for a grant, each state must submit a **State Improvement Plan** developed by a state panel appointed by the Governor and Chief State School Officer. The State Improvement Plan must include:

- A process for developing or adopting state content standards and state student performance standards for all students;

- A process for developing and implementing valid, nondiscriminatory, and reliable state assessments (which provide for the adaptations and accommodations to permit all students to participate);

- A process for aligning state or local curricula, instructional materials, and state student performance standards; and

- A process for familiarizing teachers with the state content standards and state student performance standards and developing the capability of teachers to provide high quality instruction.

Other areas which must be included in the State Improvement Plan are:

- Standards or strategies for providing all students with an opportunity to learn (the standards or strategies will include such factors as the state deems appropriate);

- Strategies to improve governance, accountability, and management of the state's education system;

- Strategies for the state education agency to involve parents and other community representatives in planning, designing, and implementing the state reform efforts;

- Strategies for system-wide improvement;

- Strategies for promoting bottom-up reform;

- Strategies to address dropouts in the state;

- Strategies to ensure coordination with other federal programs; and

- Specific benchmarks of improved student performance.

In addition, the State Improvement Plan may include:

- A process for providing assistance and support to local education agencies and schools to strengthen their capacity to provide all students the opportunity to increase educational achievement;

- Assessing the effectiveness and equity of the school finance program of the state to identify disparities in the resources available to each local education agency and school;

- A process for developing, selecting, or recommending instructional materials and technology to support and assist local education agencies and schools;

- A process for providing appropriate and effective professional development; and

- A process for improving the state's system of teacher and school administrator preparation and licensure, and of continuing professional development programs.

The Secretary of Education is authorized to waive certain statutory or regulatory requirements for a state education agency, local education agency, or school to aid in education reform efforts. The program included under the **waiver provisions** include: Chapter 1, Chapter 2, the Eisenhower Mathematics and Science Education Act, the Emergency Immigrant Education Act, the Drug-Free Schools and Communities Act, and the Perkins Vocational and Applied Technology Education Act.

Title IV: Parental Assistance

Title IV establishes a new program to create parent information and resource centers to help provide parents with knowledge and skills needed to participate effectively in their child's education. The Secretary of Education is authorized to make grants to nonprofit organizations to provide training and information to parents of children from birth through age 5 and children enrolled in elementary and secondary schools, and to those who work with parents. At least one parental information and resource center shall be funded in each state. Grants will support programs that encourage a more efficient working relationship between parents and professionals in meeting the educational needs of children. The grant application must include assurances that the grantee will, among other things, network with the parent training and information centers funded under the Individuals with Disabilities Education Act (IDEA).

Title V: National Skill Standards Board

The National Skill Standards Board shall serve as a catalyst in stimulating the development and adoption of a voluntary national system of occupational skill standards, and of assessment and certification of attainment of skill standards, which will serve as a cornerstone of the national strategy to enhance workforce skills. The Board will be composed of 28 members, including the Secretaries of Labor, Education, and Commerce.

The Board will identify broad clusters of major occupations. For each of the occupational clusters, the Board will encourage and facilitate the establishment of voluntary partnerships to develop a skills standards system. Partnerships will include representatives from nongovernmental organizations with a history of protecting the rights of racial, ethnic, and religious minorities, women, individuals with disabilities, and older persons.

The Board will endorse skill standards systems, which will have the following components:

- Voluntary skill standards;
- A system of assessment and certification of the attainment of skill standards;
- A system to evaluate the implementation of skill standards;
- A system to promote the use of and disseminate information relating to skill standards, assessment and certification systems; and
- A system to periodically revise and update the standards.

Title VI: International Education Program

With the concurrence of the Director of the U.S. Information Agency, the Secretary of Education is authorized to carry out an International Education Program to provide for the study of international education programs and delivery systems and an international education exchange program.

Title VII: Safe Schools

For fiscal year 1994, $50 million is authorized for the Secretary of Education to make grants to local education agencies to carry out projects and activities designed to address National Education Goal 6 by helping to ensure that all schools are safe and free of violence. To receive a grant, a local education agency must submit an application that includes, among other items: an assessment of the current violence and crime problems in the schools to be served by the grant; an assurance that the district has written policies regarding school safety, school discipline, and the appropriate handling of violent or disruptive acts; and, a description of educational materials to be developed in the first, most predominant, non-English language of the schools.

Title VIII: Minority-Focused Civics Education

The purpose of Title VIII is to "encourage improved instruction for minorities and Native Americans in American government and civics through a national program of accredited summer teacher training and staff development seminars or institutes, followed by academic year inservice training programs."

Title IX: Educational Research and Improvement

Title IX reauthorizes the U.S. Department of Education's Office of Educational Research and Improvement (OERI). Among the provisions of the reauthorization is the establishment of a National Educational Research Policy and Priorities Board. This Board shall work

collaboratively with the Assistant Secretary to: determine priorities to guide the work of OERI and to provide guidance to Congress in its oversight of the Office; review and approve the Research Priorities Plan developed by the Assistant Secretary; review and approve standards for conducting and evaluating all research as well as for the development and dissemination activities of OERI; and review regularly, evaluate, and publicly comment on the implementation of its recommended priorities and policies by the Department of Education and the Congress.

Also under Title IX, five institutes will be established to conduct research:

- National Institute on Student Achievement, Curriculum, and Assessment
- National Institute on Education of At-Risk Students
- Educational Governance, Finance, Policy Making, and Management
- Early Childhood Development and Education
- National Institute on Postsecondary Education, Libraries, and Lifelong Learning.

In addition, a National Library of Education is established within the Office of Educational Research and Improvement.

Title X: Miscellaneous Provisions

Study of Goals 2000 and Students with Disabilities

Section 1015 states: "Not later than 180 days after the date of enactment of this Act, the Secretary shall make appropriate arrangements with the National Academy of Sciences or the National Academy of Education to conduct a comprehensive study of the inclusion of children with disabilities in school reform activities assisted under the Goals 2000: Educate America Act. . . . The study conducted . . . shall include:

1. An evaluation of the National Education goals and objectives, curriculum reforms, standards, and other programs and activities intended to achieve those goals;

2. A review of the adequacy of assessments and measures used to gauge progress toward meeting National Education Goals and any national and state standards, and an examination of other methods or accommodations necessary or desirable to collect data on the educational progress of children with disabilities, and the costs of such methods and accommodations;

3. An examination of what incentives or assistance might be provided to states to develop improvement plans that adequately address the needs of children with disabilities;

4. The relation of the Goals 2000: Educate America Act to other federal laws governing or affecting the education of children with disabilities; and

5. Such other issues as the National Academy of Sciences or the National Academy of Education considers appropriate.

Funding for the Individuals with Disabilities Education Act

Section 1012: "The Congress finds that:

1. The Individuals with Disabilities Education Act was established with the commitment of forty percent federal funding but currently receives only eight percent federal funding;

2. This funding shortfall is particularly burdensome to school districts and schools in low-income areas which serve higher than average proportions of students with disabilities and have fewer local resources to contribute; and

3. It would cost the federal government approximately $10,000,000,000 each year to fully fund the Individuals with Disabilities Education Act."

"It is the sense of the Congress that the federal government should provide states and communities with adequate resources under the Individuals with Disabilities Education Act as soon as reasonably possible, through the reallocation of non-education funds within the current budget monetary constraints."

Protection of Pupils

Section 1017 states that "all instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children." Also included are confidentiality protections of children.

Contraceptive Devices

Section 1018 states that "the Department of Health and Human Services and the Department of Education shall ensure that all federally funded programs which provide for the distribution of contraceptive devices to unemancipated minors develop procedures to encourage, to the extent practical, family participation in such programs."

Assessment of Educational Progress Activities

Section 1021 amends the Carl D. Perkins Vocational and Applied Technology Act regarding evaluating a course of study relating to vocational education.

Amendments to Summer Youth Employment and Training Program

In section 1016, the Job Training Partnership Act is amended in terms of basic education and pre-employment training, integration of work and learning, and educational linkages.

School Prayer

Section 1011 states: "No funds authorized to be appropriated under this Act may be used by any state or local educational agency to adopt policies that prevent voluntary prayer and meditation in public schools."

National Board for Professional Teaching Standards

Section 1013 provides clarifications and technical revisions in an amendment of the Higher Education Act of 1965 regarding matching fund requirements and non-federal contributions pertaining to the National Board for Professional Teaching Standards.

Public Schools

Section 1020 states that "except as provided in section 310, nothing in this Act shall be construed to authorize the use of funds under Title III of this Act to directly or indirectly benefit any school other than a public school." (Section 310 provides for state education agencies to provide information to personnel in private schools concerning goals, state content standards or student performance assessment standards, and for providing in the State Improvement Plan, "for the training of teachers and administrators in private schools located in the geographical area served by such agency [state education agency or local education agency])."

Assessments

In Section 1019, it is stated that "no funds provided under Title II of this Act shall be used to develop or undertake assessments that will be used to make decisions regarding the graduation, grade promotion, or retention of students for 5 years after the date of enactment of this Act." Further, "assessments developed with funds under title III of this Act may be used for decisions regarding graduation, grade promotion, or retention of students only on the condition that students have been prepared in the content for which the students are being assessed."

Forgiveness of Certain Overpayments

Section 1014 pertains to allocation of funds in fiscal year 1993 to Colfax County, New Mexico.

American-Made Equipment and Products

Section 1022 reports the sense of the Congress that recipients of funds under this Act comply with the "Buy American Act."

References

Office of the Secretary of Education. (1994, May 17). *Goals 2000: An invitation to your community.* Washington, DC: U.S. Department of Education, p. 18.

Office of the Secretary of Education. (1994, June 12). *The Goals 2000: Educate America Act --Launching a new era in education.* Washington, DC: U.S. Department of Education.

Public Law 103-227, 103d Congress. *Goals 2000: Educate America Act.*

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To request a full-text copy of this legislation, contact: The House Document Room, H-266, Washington, DC 20515; 202/225-3456.

NOTES: TEACHING AND LEARNING, STANDARDS AND ASSESSMENT

Teaching and learning are described as "the heart and soul of Goals 2000. The challenge is to redesign everything to support continuous improvement of teaching and learning" (p. 15). Your state is probably developing higher standards in academic subjects, which your community and schools will want to use in asking: What are we doing to continuously improve teaching and learning, so that all students will learn what they need to know and be able to do? To answer this question, your community and schools may want to look at:

- **Standards.** Are our schools now using 'high' academic standards for all students? For example, are all our students reading, discussing and debating important ideas found in history and literature? Are they using math and scientific knowledge to design complex experiments? Are they using geographic knowledge and the arts to ask good questions and to see connections? Are they learning a second language? Are they writing often and in various subjects and courses? Are they communicating and thinking clearly? Are they exploring the connections between academic and occupational skills, and preparing themselves for a diverse range of career alternatives? Are our expectations, or standards, for students clear to everyone -- students, parents, businesses, others? Do these standards apply to all children -- those with disabilities, students in vocational education or in bilingual programs?

- **State standards:** Has our state already set high standards for the content of instruction and the performance of students in certain subject areas? If so, are our school and community using those standards to improve teaching and learning? Is our state in the process of developing high content and performance standards in subjects for which there are no state standards now? How are our schools gearing up to use those standards?

- **Curriculum and instructional materials.** Can teachers and other school staff explain how the curriculum, textbooks, software, and other instructional materials in our schools will move students toward our state's high standards? Are instructional materials sufficiently challenging? Do these materials help engage students in active, hands-on learning, in and outside the classroom? Are the curriculum and instructional materials working? In other words, are all children making good progress toward high standards?

- **Teaching practices.** Do instructional approaches in our schools reflect what we've learned from research and best practices in recent years? Are students becoming more responsible for their own learning? Do they do individual and team projects? Do they present their work orally and in writing -- not just for the teacher, but for other students, as well as for parents and members of the community? Do our teachers assign homework that challenges students to apply what they're learning; for instance, by interviewing grandparents about historical

events, or by doing community service as well as discussing and writing about it? Are our students exposed to a wide range of subjects through their readings? Do students help each other improve their writing and learning? Do they have access to technology and use it as a powerful tool for learning?

- **Student engagement and effort.** Are our students challenged by their schoolwork? Are they working hard at learning? How much time per day, on average, do students spend doing homework? Do students complete homework regularly and to their best ability? Do they attend school regularly? How often do they read for pleasure on their own time? How many pages per day, on average, do they read as part of their schoolwork, at school and at home? Are students expected to write often -- not just in English class, but in other subjects and courses? Do our students think that doing well in school can make a difference in their lives after they graduate? Do all our children aim for high levels of learning?

- **Preparation of new teachers and principals**. Are the programs that prepare our teachers and principals tied to the high standards in our schools? Are those programs producing teachers who succeed in helping all students reach high standards? Does our school district recruit new teachers from training programs that prepare teachers to move all students toward high academic standards? Do we provide adequate support for new teachers and administrators?

- **Professional development for teachers and school administrators**. Are we providing enough high-quality opportunities for our teachers and principals to learn what they need to know to help all children reach high standards? Do our teachers have time to share ideas and best lessons, and try them out with appropriate feedback? Is time built into the schedule of our schools for teachers to plan together, and to develop and improve instruction together?

- **All students.** Do we expect all students to work toward the same challenging standards -- including students with limited English proficiency, disabilities, or other special needs? How do we provide the necessary accommodations, support, time, and opportunities to help all children in regular instruction? How do we communicate our belief -- to teachers and principals, parents and students, and citizens -- that all children can learn at high levels and reach challenging standards? What are our schools and social service agencies, businesses and community organizations, arts and cultural institutions, libraries, and others doing to help every child reach high standards?

- **School to work.** What opportunities are available, in our schools and businesses, for students to learn about careers and prepare for good jobs? Do our schools and businesses offer programs such as tech prep, career academics, youth apprenticeship, or others? Are enough youngsters taking advantage of these

programs? Are students with disadvantages or disabilities participating and succeeding? What can we do to expand the capacity and improve the quality of these programs? What can we do to make sure they include solid academics, as well as workplace experiences with mentors -- for all students? Are school-to-work opportunities built around a multi-year sequence of learning at worksites and at school -- learning that is connected and coordinated? Are we establishing a continuum of school-to-work experiences at all grade levels?

- **Assessment.** Do our assessments of student learning focus on high academic standards? Are these assessments aligned with our curriculum, instructional materials, and our state standards? Do assessments look at how well students use what they're learning to think, solve problems, and communicate in core subjects? Are our schools and communities using assessment results and other information to continuously improve the curriculum, instruction, and student learning?"

Office of the Secretary of Education. (1994, May 17). *Goals 2000: An invitation to your community*. Washington, DC: U.S. Department of Education, p. 15-17.

NOTES: OPPORTUNITY-TO-LEARN STANDARDS OR STRATEGIES, AND PROGRAM IMPROVEMENT AND ACCOUNTABILITY

"If all children are to reach high academic standards, all children must have high quality instruction. But what constitutes 'high quality' instruction? And how can your community make sure that each child receives it? In answering these questions, your community and schools will want to look at the other Goals 2000 elements, for high quality opportunities to learn are implicit in each. You will probably also want to look at:

- **Quality instruction for all students**. Do all our children have access to high quality curricula, instructional materials, and technologies, including distance learning? Are our teachers offering high quality instruction in each subject area? Does that instruction meet the diverse learning needs of our students? Do we analyze data from student assessments to make sure that traditionally low-performing students are making adequate progress toward our high standards? Do we provide additional learning time for students who need it?

- **Access to professional development.** Do all our teachers, principals, and other school staff have easy -- and ongoing -- access to professional development opportunities? Are these opportunities built on the best available knowledge about teaching, learning, and school improvement? Are these opportunities tied to high standards and to the school and community effort to help all children reach those standards? Is time provided throughout the school year for teachers to learn from each other, plan together, and take advantage of professional development opportunities?

- **Safe environment and adequate instructional tools.** Are our schools safe and secure places for teaching and learning? To what extent are drug abuse, alcohol abuse, or weapons a problem in our schools? Is student discipline or misbehavior a problem in our schools? Do our schools have adequate libraries, laboratories, and other resources for teaching and learning?

- **Inadequate performance.** Are we identifying schools where students are not meeting high academic standards? What are we doing to help those schools improve their performance? What are we doing about low-performing schools not making progress -- schools where student performance continues to be low, year after year?"

Office of the Secretary of Education. (1994, May 17). *Goals 2000: An invitation to your community*. Washington, DC: U.S. Department of Education, p. 18.

U.S. DEPARTMENT OF EDUCATION
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